Social Studies

Lesson Plans

Level 2

Term 3

Suggestions for teachers

Planning

- As you are the teacher, you must understand the subject matter very well.
- Your knowledge should be broad-based and deep enough to be able to pick up the issues brought up by the learners.
- Ensure that your session is well planned.
- Prepare your lesson, Ensure that all teaching aids are available.

Homework

- Give revision work for homework.

Assessment

Assessment should be carried out after every week. You can use questions given with lesson plans or form your own questions as per your students level.

Group\pair work

- When group or pair work is to be done, tell the learners what you want them to do before you form the groups or pairs.
- Pair or group students quickly and get them started on their activity.

Brainstorm

- When you want a lot of ideas or information in a short time about a topic, use a brainstorm.
- When ideas are being shared, they are all to be accepted.
- The ideas should not be discussed until the brainstorming is over.

Manner

- Be warm, friendly and enthusiastic and enjoy yourself as this will make students eager to learn.
- Create an atmosphere where people are willing and able to learn including feeling safe to risk.
- When addressing students, take individuals' names.
- Listen to what students say without interrupting them.

Eye contact and voice

- Make frequent eye contact; do not stare at students but look at all of them while talking.
- Speak clearly and not too fast but with some expression.
- Make sure your voice is loud enough for all students to hear you.

Questioning:

- Use open-ended questions (starting with what, when, where, how, why)
- Watch using leading questions (e.g. Don't you think that..? Wouldn't it be a good idea if......?)
- Ask questions that are non-threatening but that try to establish the belief involved in that person's point of view.
- Try not to believe that you have all the answers and that those answers are the truths.

- Be very sensitive, open and accepting and do not threaten the learners' beliefs by being judgmental.
- Do not be over-enthusiastic in accepting the answer that agrees with your own ideas.
- Answers that are provided to some questions are to facilitate discussion so that the teacher may steer students towards those answers.
- Key words and ideas may be given from the possible answers to lead the discussion.

Social Studies Lesson Plans

Level 2
Term 3
Week 1

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
1	Learning about our culture	Countries of the world	1	Students will be able to learn about capitals of different countries	
1		do	2	do	
1		do	3	do	
1		do	4	do	
1		do	5	do	
1			6	Revision	

Level 2 Term 3 Week 1 Day 1	Lesson Plan	**Learning about our Culture**

Topic: Countries of the world
Objective: Students will be able to identify capitals of different countries
Activity: Locating Capitals
Materials: Globe or world map, chalk,
Procedure
Warm up Q/A

Show a globe to the students and ask them to locate any country (which they can find easily). Give a chance to each child.
Then explain

Explanation

There are seven continents in the world and these are divided into various countries. Some countries are big while others are small. There are cities and towns in all the countries. Give example of Pakistan and is cities.
The main city of a country is called its capital.
The capital of Pakistan is Islamabad.
Make a list on the board.
1-Japan-----Tokyo
2-China-----Beijing
3-Pakistan---Islamabad
4-Saudi Arabia----Riyadh
5-America---Washington DC
6-Canada----Ottawa
7-India----Delhi

Activity

Then locate these capitals on the globe and show to the students.
Ensure that each child is able to locate and tell it.

Level 2 Term 3 Week 1 Day 2	Lesson Plan	**Learning about our Culture**

Topic: Countries of the world
Objective: Students will be able to learn about capitals of different countries
Activity: written work
Materials: worksheet
Procedure
Warm up Q/A
Revise previous lesson then distribute the worksheet
Written work
Distribute the worksheet and explain the task.

Worksheet

Match the Capital with the country

Country	Capital
1-Japan	a-Ottawa
2-China	b-Delhi
3-Pakistan	c-Tokyo
4-Saudi Arabia	d-Beijing
5-America	e-Washington DC
6-Canada	f-Riyadh
7-India	g-Islamabad

There are _____________continents in the world

Level 2 Term 3 Week 1 Day 3	Assessment	Learning about our Culture

Use the worksheet given with the lesson plans

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 2		
Day 4		

Topic: Countries of the world
Objective: Students will be able to learn about languages people speak in different countries
Activity: Written work
Materials: chalk, pencils,
Procedure
Warm up Q/A

- Ask the students what language do you speak?
- Do you speak the same language at home or school?
- What language do you speak in school?
- What language do you speak at home?
- What is the national language of Pakistan?
- Discuss their answers and then explain

Explanation
Although we speak different languages but there is our one national language, which is Urdu.
Similarly people of other countries speak different languages. They have their own languages.
List on the chalkboard

1-Japan-----Japanese
2-China-----Chinese
3-Pakistan---Urdu
4-Saudi Arabia----Arabic
5-America---English
6-Canada----English and French
7-India----Hindi
Explain and discuss

Level 2 Term 3 Week 1 Day 5	Lesson Plan	**Learning about our Culture**

Topic: Countries of the world
Objective: Students will be able to learn about languages people speak in different countries
Activity: Written work
Materials: worksheet, pencils, chalk
Procedure
Warm up Q/A

Revise the previous lesson and distribute the worksheet.

Worksheet

Match the language with the country.

Language	Country
1-Japanese	a-India
2-Chinese	b-Canada
3-Urdu	c-America
4-Arabic	d-Saudi Arabia
5-English	e-Pakistan
6-English and French	f-China
7-Hindi	g-Japan

Level 2 — Week 2

Term 3 — Day 31

Topic :-

Countries of the world. (Assessment)

Material :-

[illegible]

Procedure :-

i) Ask students to match the column.

ii) Ask students to match countries with capital city, language and flag.

Countries	Flags	Language	Capitals
Japan		English	Washington DC
America		Japanese	Islamabad
Pakistan		Urdu	Tokyo

Level 2
Term 3

Week 2
Day 2,3

Topic : Countries of the World

Project :-

model making.

Material :-

Pieces of thermopole, markers, rulers.

Procedure :-

i) Divide the students into four groups.
ii) Divide the thermopole in four pieces.
iii) Ask students to draw flags of different countries on thermopole.
iv) Ask to colour them.
v) Hang in the class.

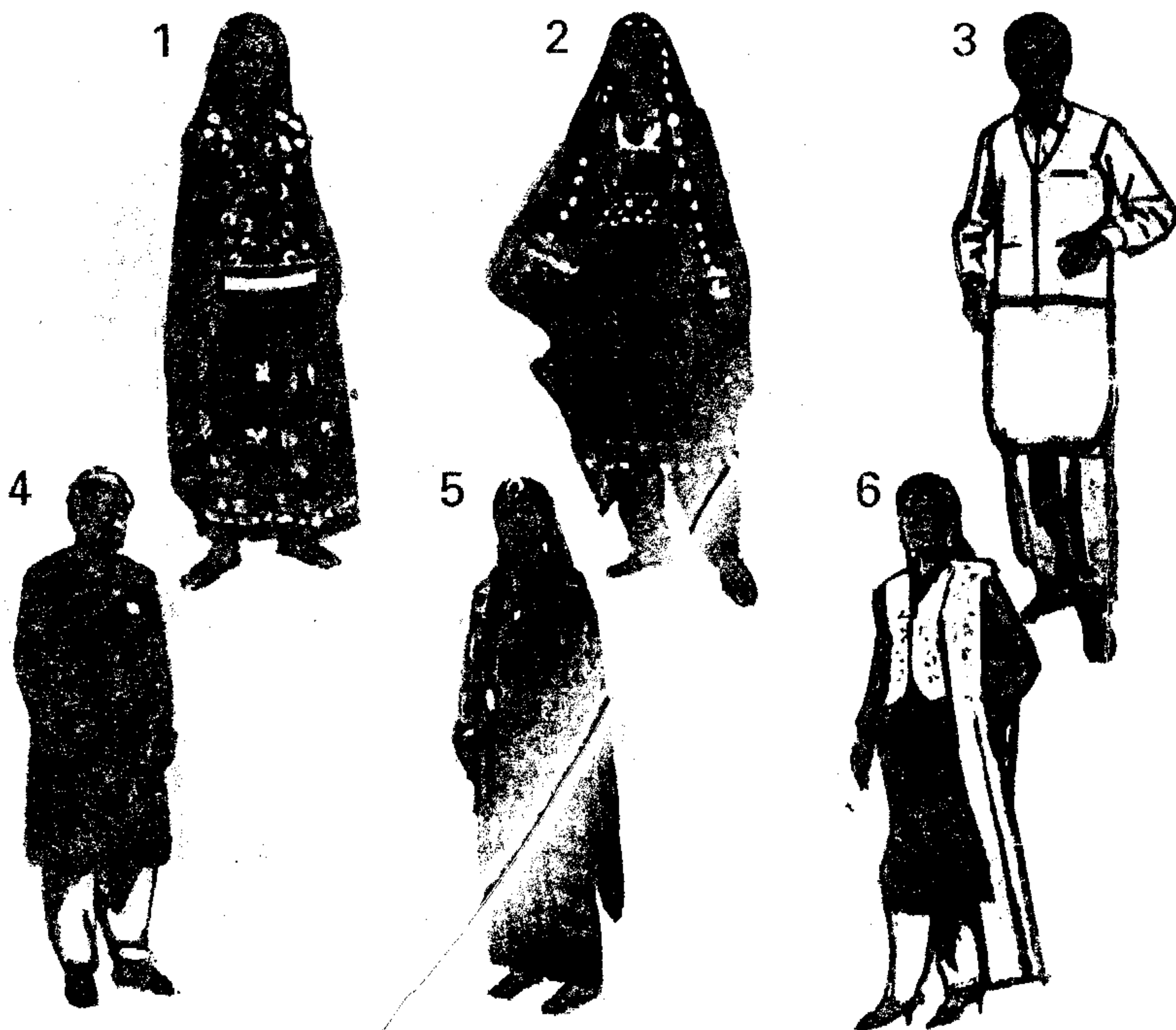
Social Studies Lesson Plans

Level 2
Term 3

LEVEL 2 Week 2
TERM 3 Day 5

General Knowledge

Clothes and cloth

People all over the world wear clothes.
Men and women wear different clothes.
In Pakistan you will see people dressed like this:

Here are the names of some clothes. How many of these can you find in the pictures above?

belt	kurta	frock	hat	trousers	turban
sari	coat	skirt	vest	jacket	sherwani
dhoti	cardigan	shirt	socks	tie	sweater
blouse	kameez	cloak	shalwar	waistcoat	
shorts	dupatta	gharara			

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 3		
Day 1 & 2		

Topic: Clothes

Objective: Students will be able to learn about the kinds of clothes people wear all over the world countries

Activity:

Materials:

Warm up Q/A

Ask, do you like wearing new clothes. Which is your favorite dress? Why? Do boys and girls wear different clothes? How are these different?

Then explain

Explanation

People all of the world wear clothes. Men and women wear different clothes.

In Pakistan we mainly wear shalwar kames.

The clothes that we wear depend upon the climate. When it is cold we wear warm clothes. When it is hot we wear light clothes.

In other countries people wear different clothes depending upon their climate. And culture.

In some parts of the world it is very cold so people wear clothes made up of wool and fur to keep warm. We get wool and fur from animals.

In other parts of the world it is hot. So people wear clothes made from cotton to keep cool. We get cotton from plants.

Activity (written work)

What kind of clothes people wear in cold parts of the world?

(In cold parts of the world people wear warm clothes)

What are warm clothes made of?

(Warm clothes are made from wool and fur)

What kind of clothes people wear in hot countries?

(People wear light clothes to keep cool.)

What are light clothes made of?

(Light clothes are made from cotton)

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 3		
Day 2, 3		

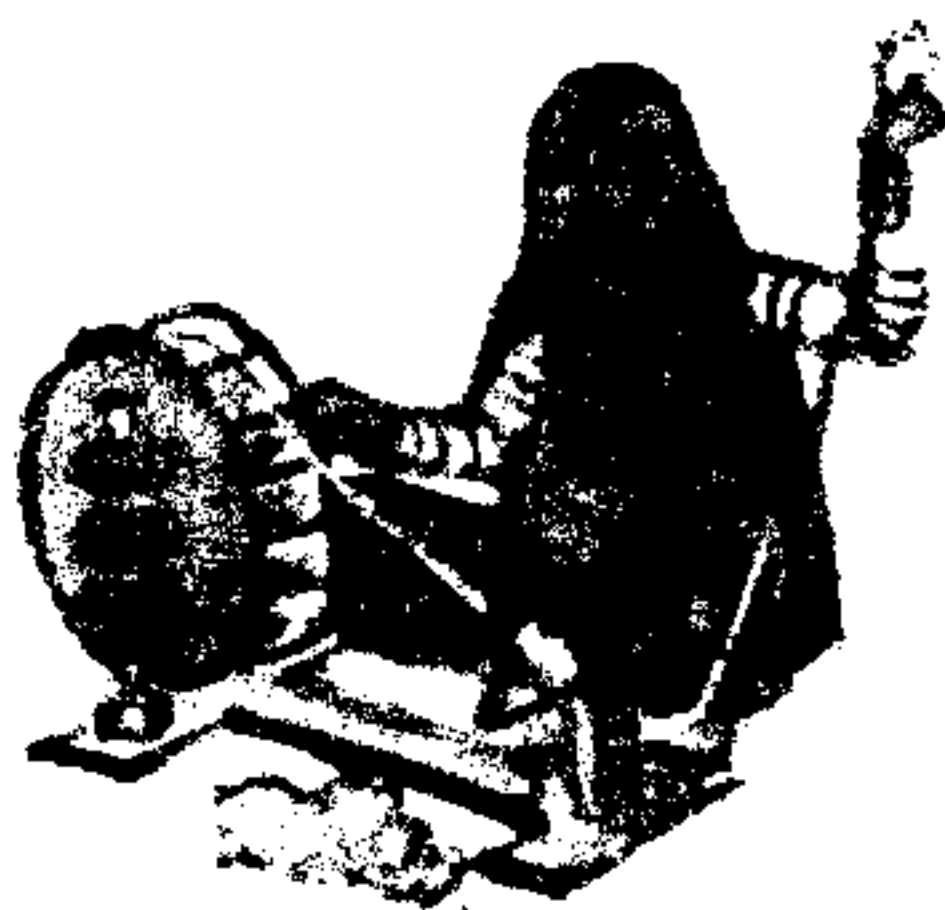
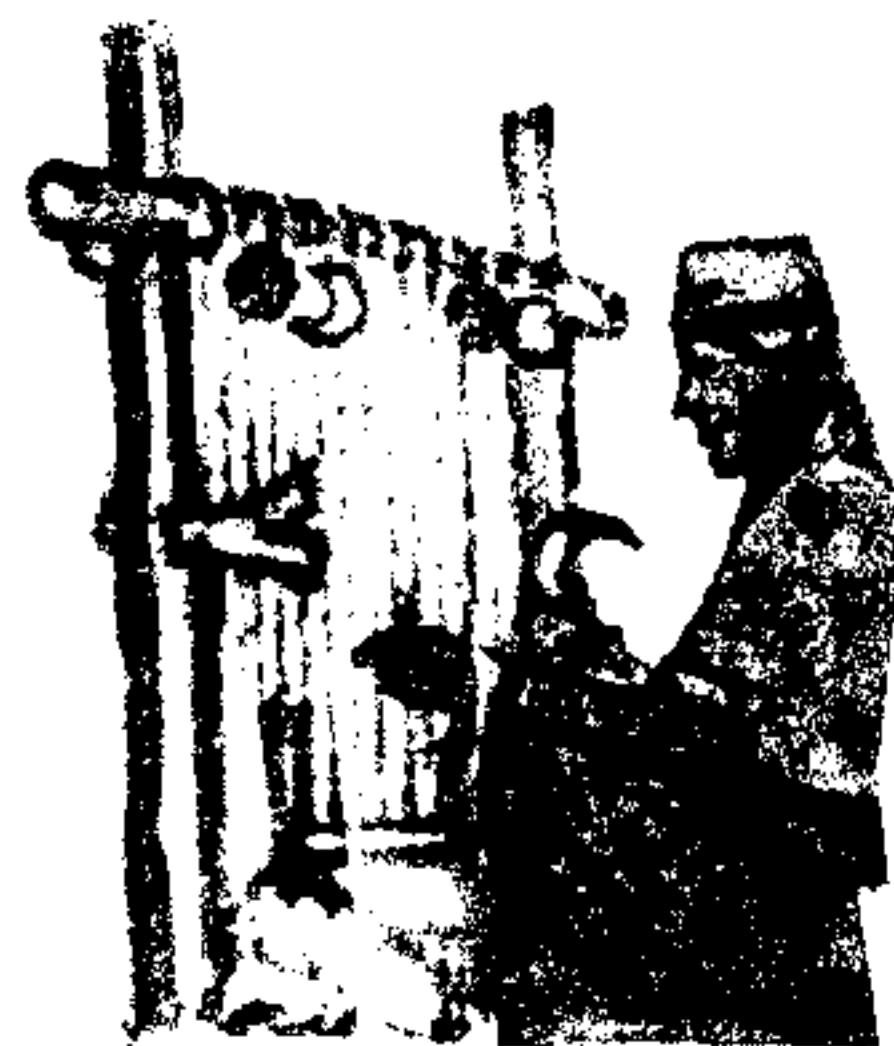
Topic: Clothes
Objective: Students will be able to learn about what clothes are made up of
Activity: Written work
Materials: pieces of cloth,
Warm up Q/A
Bring in different pieces of cloths, cotton, wool, nylon, and silk.
Give pieces of cloths to children and ask them to touch and feel
Then ask them to describe how it feels.
Then tell them to pull the threads to see how cloth is made up.
Ask do you see criss-cross of the threads?
Then ask
Can you tell what these cloths are made up of?
Listen to their responses and then explain
Explanation
Clothes that we wear are made from cloth. To make cloth we get material from plants and animals. From plants we get cotton (show a cotton ball) and from animals we get wool and fur (show strands of wool).
We get silk from silk worms.
To make cloth from cotton, wool and silk, we make thread from these materials and by weaving this thread we make cloth. Pull out threads from a piece of cloth and show how these are woven to make cloth.
We also make thread from chemical called nylon or rayon. This is used to make nylon cloth.

Written work
From where do we get wool?
From where do we get cotton?
From where do we get silk?
From where do we get nylon?

2 Collect small scraps of different kinds of cloth. Stick them on some card and make a display for the classroom wall. Sort the pieces into different groups, soft, smooth, rough, fine, and so on.

Clothes are usually made from cloth.

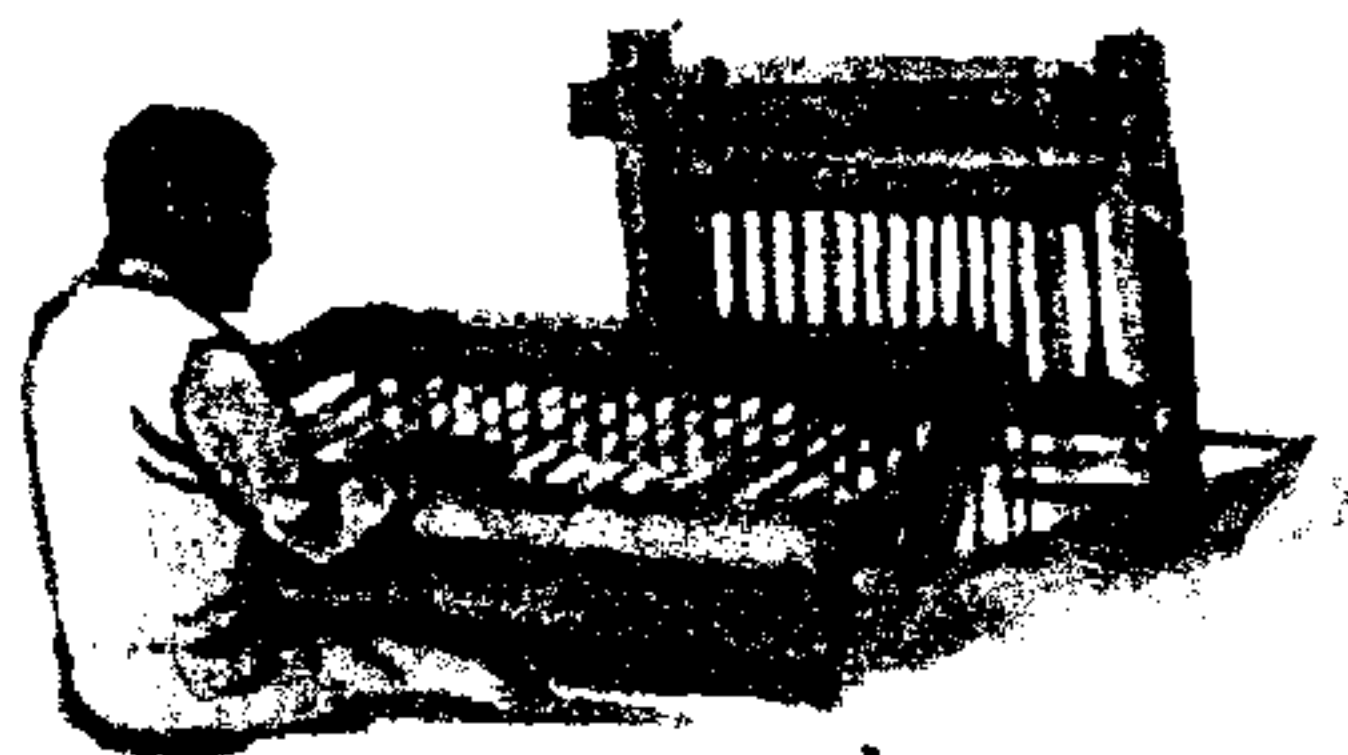
Cotton

cotton plant

spinning wheel

loom

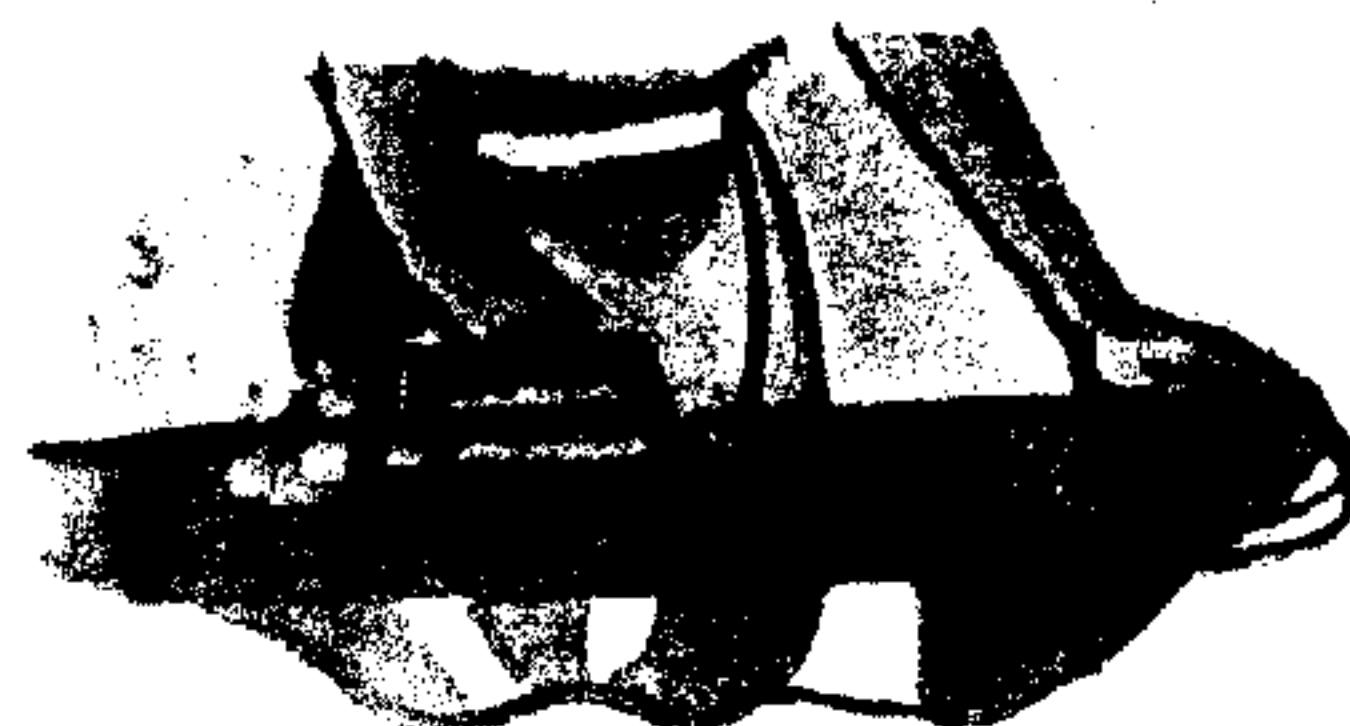
Wool comes from sheep.

Silk comes from a silkworm.

Cloth is also made from chemicals. Some names you might know are **rayon** and **nylon**.

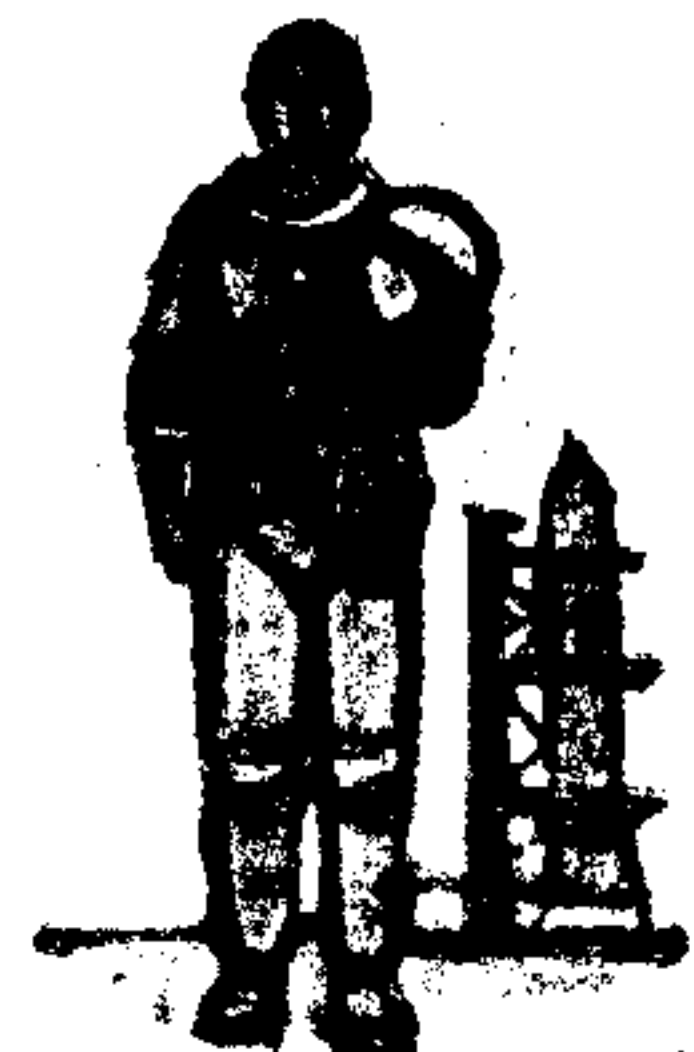
Here are some people working with cloth or clothes.

weaving

sewing

washing

ironing or pressing

Level 2		Learning about our Culture
Term 3	Assessment	
Week 3		
Day : 4		

Sometimes clothes are worn by people who are doing special jobs.
A dancer needs beautiful clothes. A diver needs clothes to keep him safe.

Social Studies Lesson Plans

Level 2
Term 3

Week – 3 Day -5

General Knowledge

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 4		
Day 1 & 2		

Topic: Clothes
Objective: Students will be able to learn about what clothes are made up of
Activity: making display, Making place mats
Materials:
Warm up Q/A
Activity 1

- Divide the students into groups.
- Ask them to collect small scraps of cloths of different kinds.
- Tell them to stick on a piece of chart paper.
- Sort them into silk, cotton, wool, nylon.
- Label
- Make a display in class.

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 4		
Day 3 & 4		

Topic: Keeping Healthy
Objective: Students will be able to understand the importance of personal hygiene (keeping themselves healthy).
Activity:
Materials:
Warm up Q/A
Ask the students to check each other for cleanliness. Tell them to check each other's clothes, nails, hands, teeth, hair if they are clean.
Then ask them why is it important to keep clean? Or why is it necessary to:
Have a bath regularly? Wash hands? Brush teeth? Comb hair? Keep nails trimmed? Etc
Listen to their responses and discuss.
Then explain
Explanation
To stay healthy, it is important to keep ourselves clean. By keeping clean we can protect ourselves from diseases. To keep clean you should:
Take a bath regularly
Brush your teeth
Comb your hair
Wash your hands
Keep your nails trimmed and clean
Wear clean clothes

Activity: Written work
Distribute the worksheet and explain the task.

Worksheet

Write down what you do to keep yourself clean?

To keep myself clean I..........

____

____

____

____

____

____

1 Find out the names of some brands of the following:

bath soap ______________________________

____

washing soap and powder (for clothes) ______________________________

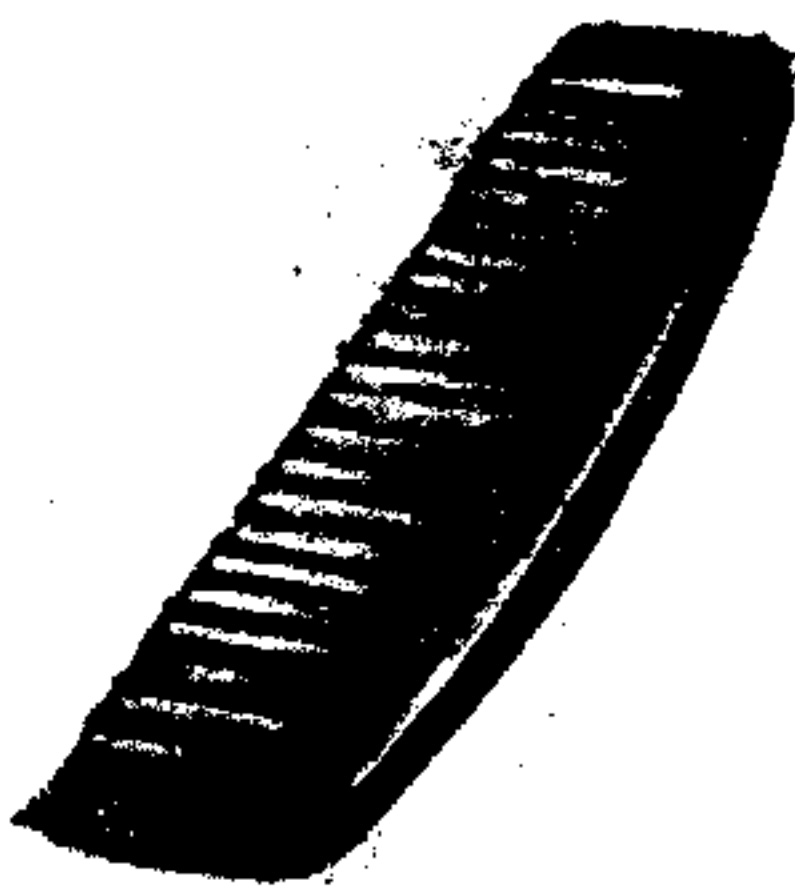
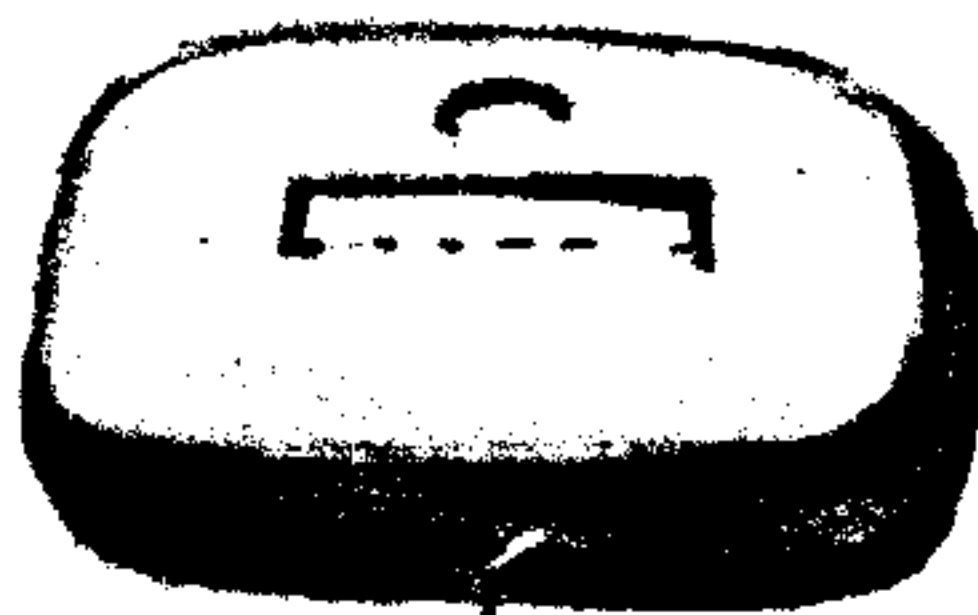
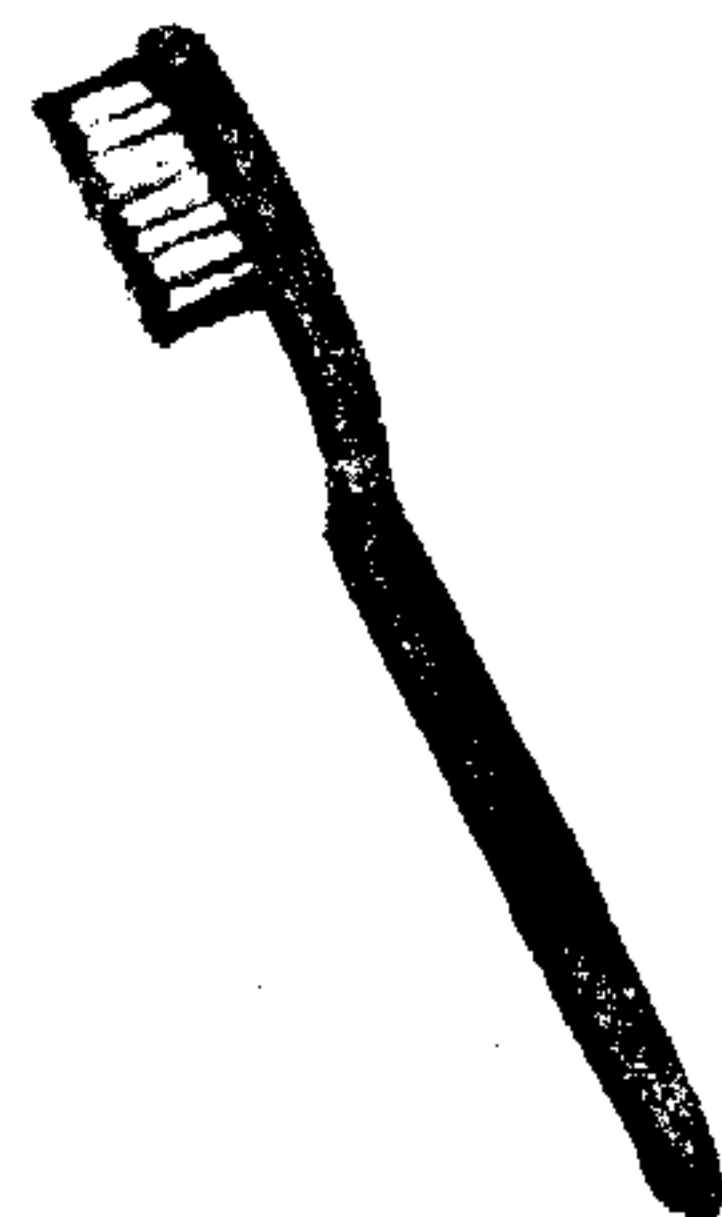
____

hair oil ______________________________

____

toothpaste ______________________________

____

A Look at the pictures below.
Write the correct name under each picture.

1 ____________ 2 ____________ 3 ____________

B Write one sentence about what each thing is used for.

1 ______________________________

2 ______________________________

3 ______________________________

Lesson 4

Keeping healthy

Show following pictures to students & ask about these pictures

You know that you should ...

... have a bath every day,
... comb your hair, and brush your teeth,
... wash your hands before eating food,
... wash your hands after you have been to the toilet,
... keep your nails clean, and
... keep your nose clean.

Follow these rules and keep healthy.

Talk about these pictures with your teacher.

1 lice/nits/itching/dandruff

2 germs/eating/stomach ache

3 sweets/teeth/decay/pain

Keeping Healthy

Written work in note books.

(There are certain ways and habits through which you can keep yourself neat, clean and tidy. Some of them are:

1. Get up early in the morning.
2. Brush your teeth first. Before going to bed at night, brush your teeth again.
3. Wash your face in the morning with soap.
4. Take a bath every day.
5. Comb your hair properly.
6. Always wash your hands before eating anything.
7. Always wash your mouth and hands after taking meals.
8. After coming out of toilet, wash your hands with soap.
9. Cut your nails when needed and always keep them clean.

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 5		
Day 1&2		

Topic: Keeping Healthy
Objective: Students will be able to understand the importance of personal hygiene (keeping themselves healthy).
Activity: written work
Materials: chalk, pencils, and notebooks
Warm up Q/A
Show a thermometer or few medicines and ask:
what is it and ? What is it used for? When is it used?
(We use these when we are sick)
Ask the students,
• Why is it necessary to wash our hands before eating?
• Why must we clip our nails regularly?
• Is it a good idea to have a regular haircut? Why?
• Can you describe some of the benefits of taking a bath regularly?
• What are the good things which happen when you are healthy?
Their responses might include:
- we do not fall sick.
- we can study well.
- we do not have to spend money on medicines.

Then ask,
• What happens when you are unhealthy?
- You will fall sick.
- You will miss your studies and will have to work hard to make up.
- Your family will worry about you.

Then explain
Explanation
- Diseases make us sick. Germs cause diseases, which make us sick. To stay healthy we need to protect ourselves from germs and diseases. We can only do this if we keep ourselves clean and keep our environment clean.
- Germs are very tiny living things we cannot see them easily. But they are everywhere. Germs grow at dirty places. This is why we should keep our, homes, schools, cities clean. As well as keep ourselves clean.

Activity written work
What makes us sick? (Diseases)
What cause disease? (Germs)
How can we save ourselves from diseases? (By keeping clean)

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 5		
Day 3&4		

Topic: Keeping Healthy
Objective: Students will be able to understand the importance of keeping their environment clean
Activity: Discussion, making cleanliness rules
Materials: chart, papers, and pencils
Warm up Q/A
Remind about previous lesson and ask
Why is it important to keep our selves and our environment clean?
Listen to their responses and then tell today we are going to set up some rule to keep our classroom and school environment clean.
Tell, students once they set up the rules these will be followed strictly.
Brainstorming/discussion
Set up cleanliness rules for keeping classroom environment clean.
Ask, How can you keep your classroom clean? (By not throwing garbage on the floor)
• Where should you sharpen your pencil? (In the dustbin)
• How can you keep your desks and chairs in good condition?
(By not making scratch marks on them or by not writing on them)
keep asking such questions and get responses from the students.
Then write down these rules on the chalkboard.

- Leave the classroom in lines.
- Sharpen your pencil in the dustbin.
- Do not throw litter in the classroom.
- Do not spoil the furniture.
- Do not throw chalk pieces at each other.
- Put off the light and fan when you leave the classroom.

(You can add up to these rules according to your requirement)
Activity
Then with the help of students write these rules on a chart paper decorate and display at a prominent place in class. Ensure that students follow these rules strictly.

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 5		
Day 5		

Topic: Keeping Healthy
Objective: Students will be able to understand the importance of keeping their environment clean
Activity: making bins
Materials: empty boxes, paper, colors, and glaze paper, glue
Warm up Q/A

Activity
Making Dustbins for class.

Get empty boxes or tins. Cover with paper or cloth, decorate and keep for rubbish in the classroom.

Level 2		**Learning about our Culture**
Term 3	Assessment	
Week 6		
Day 1		

Use worksheets given with the lessons

Social Studies Lesson Plans

Level 2
Term 3
Week6

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
6	Learning about our culture	Safety	1	Students will be able to understand the importance of safety	
6		do	2	do	
6		do	3	To understand the importance of safety and setting up few rules	
6		do	4	do	
6		do	5	To understand importance of traffic lights and traffic rules	
6			6	Revision	

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 6		
Day		

Topic: Safety
Objective: Students will be able to understand the importance of safety
Activity: written work
Materials: chalk, pencils, and notebooks
Warm up Q/A
Ask the students
Have you ever got hurt?
What happened?
Listen to their responses and discuss what happened
Then ask what we can do to avoid such accidents?
Listen to their responses and list them on the board.
Then explain
Explanation
Accidents and injuries can happen by not being careful or not keeping safety rules. For example it is not safe to play with sharp things because you can get hurt or play with fire because you can burn your self. Do not touch electric wires.
Be careful when you play or cross the road. What should you do when crossing a road? Never run on the road and look carefully on both sides. Only cross when road is clear.
Discuss about safety at home and school also.
Activity (written work)

Why should not we play with sharp objects?
Why should not we play with matches?
How should we cross the road?

Level 2		**Learning about our Culture**
Term 3	Lesson Plan	
Week 6		
Day3.		

Topic: Safety
Objective: Students will be able to understand the importance of safety and set up few safety rules
Activity: setting up rules
Materials: chalk, pencil, chart paper colors
Warm up Q/A
Ask,
Why is it important to follow safety rules (to protect ourselves from accidents or injuries)
Set up some safety rules by brainstorming and discussion with the students.

Few rules are here for example:
1. Do not play with sharp objects
2. Do not play with matches
3. Do not push each other while running or playing
4. Never touch electric wires
5. Never run on the road
6. Cross the road carefully

You can add up more rules.

- Write down the rules on chalkboard.
- Then with the help of students write these rules on chart paper and display them in the classroom.

Ensure that students follow these rules.

Level 2		Learning about our Culture
Term 3	Lesson Plan	
Week 6		
Day 4		

Topic: Safety

Objective: Students will be able to understand the importance of traffic lights and rules to cross the road

Activity: Discussion, written work

Materials: Teacher should prepare a sample of traffic lights to show students.

Warm up Q/A

Show the traffic lights and ask what are these? What colors do you see?

Explanation

Then explain with the help of Question answers.

Tell these are traffic lights

- What are the three colors of traffic lights?
- What color should the traffic light be for you to go?

(Green)

- What color should the traffic light be for you to stop?

(Red)

- What can happen if you do not stop at the red light?

(Maybe an accident)

- Why do we have to follow traffic rules?

(So that we can stay safe)

- How should we cross the road?

(Look LEFT, RIGHT then LEFT again and then cross over.)

- When there is no footpath, where must we walk?
  (On the side of the road, FACING the traffic coming towards you.)
- How should small children walk on the road?
  (Holding a grown-up's hand)

Written Work

Distribute the worksheet and explain the task.

Worksheet

Q 1-What are the three colors of traffic lights?

Q-2-What color should the traffic light be for you to go?

Q-3-What color should the traffic light be for you to stop?

Q-4-Why do we have to follow traffic rules?

Q-5- How should we cross the road?

B. Can you name the road signs from the list given below:

Steep ascent, No entry, Children crossing, Stop sign, Two way traffic, Level crossing,

Level 2 Term 3 Week 6 Days 5	Assessment	Learning about our Culture

Use the worksheets given with the lessons

Social Studies Revision Plan

Level 2
Term 3
Week7

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
7			1	Revision	
7			2	Revision	
7			3	Revision	
7			4	Revision	
7			5	Revision	
7			6	Revision	

Social Studies Revision Plan

Level 2
Term 3
Week8

Week	Curriculum Strand	Topic	Day	Specific Objective	Home work
8			1	Revision	
8			2	Revision	
8			3	Revision	
8			4	Revision	
8			5	Revision	
8			6	Revision	